

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Mrs. Cynthia Gill

Official School Name: French Settlement Elementary School

School Mailing Address:
15810 LA Hwy. 16
French Settlement, LA 70733-2412

County: Livingston State School Code Number*: 028

Telephone: (225) 698-6848 Fax: (225) 698-6849

Web site/URL: www.lpsb.org E-mail: cynthia.gill@lpsb.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Bill Spear

District Name: Livingston Tel: (225) 686-7044

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Keith Martin

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 21 | Elementary schools |
| 3 | Middle schools |
| 4 | Junior high schools |
| 11 | High schools |
| 3 | Other |
| 42 | TOTAL |

2. District Per Pupil Expenditure: 2109

Average State Per Pupil Expenditure: 5023

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural

4. 3 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	30	25	55	7			0
K	40	34	74	8			0
1	30	37	67	9			0
2	43	34	77	10			0
3	48	34	82	11			0
4	40	34	74	12			0
5	24	38	62	Other			0
6	28	34	62				
			TOTAL STUDENTS IN THE APPLYING SCHOOL				553

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
3 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
95 % White
0 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 11 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	40
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)].	57
(4)	Total number of students in the school as of October 1.	532
(5)	Total transferred students in row (3) divided by total students in row (4).	0.107
(6)	Amount in row (5) multiplied by 100.	10.714

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 2

Number of languages represented: 2

Specify languages:

English and Spanish

9. Students eligible for free/reduced-priced meals: 52 %

Total number students who qualify: 286

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 14 %

Total Number of Students Served: 79

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>38</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>11</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>30</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>0</u>
Paraprofessionals	<u>14</u>	<u>0</u>
Support staff	<u>9</u>	<u>0</u>
Total number	<u>59</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 21 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	95%	96%	94%	94%	95%
Teacher turnover rate	4%	4%	4%	5%	5%

Please provide all explanations below.

Teacher attendance during 2005-06 and 2004-05 may have been low due to changes in the administration and personnel. Higher teacher turnover rates in 2004-05 and 2003-04 can also be attributed to administration changes, as well as teachers relocating to a new school nearby. The previous principal from our school had also taken staff members with him to his new school.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

French Settlement Elementary School is a quaint, rural school located in the small town of French Settlement, Louisiana in Livingston Parish. With recent hurricanes and our school system's outstanding school performance reputation, our small school has increased to our highest enrollment yet, which is approximately 558 students. This is truly a milestone in the 24 years our school has been open. Our school system is one of the fastest growing districts in the state.

The mission of French Settlement Elementary is simple. We are preparing children for their future one day at a time. It is our belief that all children can learn and grow under our guidance and instruction. Our school improvement plan focuses on the needs of all students and provides ways for our students and faculty to receive the help, support, and materials needed for success. Title I funds have been crucial to the success of our school and the programs we implement. Without these funds, improving our school and students, as well as the dreams for our students would not be possible.

The population of our school consists of predominately low income families. 52% of our students are free/reduced lunch. Due to the nature of the families we serve, it is our vision to expose children to a wide variety of experiences and knowledge that they may otherwise never receive in their lifetime. It has been a long-standing tradition to go above and beyond the textbook with our students. Besides the basic curriculum, our students are given opportunities to learn skills and participate in life experiences that prepare them to go out into the real world and become productive citizens. It is our heartfelt wish that our children can one day rise above their poverty and become college graduates or successful laborers in the workplace.

Through the years, the accomplishments of our school are seen mainly within the student body itself. Our attendance rate is 95%. Discipline problems, suspensions, or expulsions are rare. The administration encourages attendance and good behavior via incentive programs. Students are able to participate in free dress and fun days for behavior and raffles for bicycles, I-Pods, and special treats for attendance. This year, the administration also implemented a Caught You Being Good campaign. Students caught behaving or exhibiting good citizenship are able to visit the principal or assistant principal's office for a special reward. These incentives have greatly increased our attendance and lowered discipline problems, which in turn increase student academic performance. In the past 3 years, before school tutoring programs, contracted tutors, DIBELS reading assessments, a test prep class, and the addition of a preschool program have all worked cooperatively to close the gap for our students. Our test scores are significantly above the state and district average. Academic achievement and the desire to be here at our school are our greatest accomplishments. True, we may not have prestigious awards like some other nominated schools, but our goal is not trophies and accolades. Blue Ribbon status would finally recognize our school as one of the best in the state! Either way, we will continue to push our students and faculty toward excellence in the years to come. It is an honor to just be nominated for such a prestigious award! However, our greatest accomplishment still remains as seeing our students grow, learn, and mature under our wings.

Our school has a teaching and support staff of 59 hard-working, compassionate individuals. It is through their dedication and perseverance that our school is able to achieve high standards and exemplary school performance scores. The faculty and administration camaraderie is truly a strength for our school. Parental and community support is always present. Our community is very family-oriented and supportive of one another. It is not uncommon for families and students to help other families in need. The outpouring of love and empathy for others is evident in our school and community. There are no strangers here. Everyone is considered a friend. We feel this outpouring of compassion is what truly makes our students successful, our faculty amazing, our parents supportive, and our school as one of the best kept secrets of Livingston Parish.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The trend data for the past five years indicates a definite increase over time in our school scores. Our school had significant gains over the past 5 years. We hope to continue this upward trend.

Our third grade scores continued to rise from 2003-2007. However, in 2008, our ELA and math scores dropped. Despite this decrease, our third graders are still well above the state and district average. It is also noted that our students who tested in 2006 and 2007 were an academically stronger group of students, which may be a contributing factor to the decrease in 2008.

Our fourth grade ELA scores have significantly increased over 5 years. The fourth grade is considerably above the state and district average by 26%. During the past 4 years, our fourth grade math scores showed moderate growth with a few decreases. In 2008, the math scores tremendously increased. By looking at this same group of students in 2007, it is apparent that math is this particular group's strength.

Our fifth grade ELA and math also steadily increased over a 5 year period. Our students scored approximately 23% above the rest of the state and district in the proficient plus advanced group. Looking at this group of students over the past 2 years, a steady increase in scores is noted.

By comparing the scores from 2004 and 2005, the sixth grade ELA and math scores have increased significantly. A slight decrease in 2008 is noted. The trend for this group of students, despite a slight loss in 2008, still remains above the state and district average. Although this group decreased in comparison to the previous sixth graders, these students raised their scores in ELA and math from their fifth grade year.

The final trend noted is with our economically disadvantaged students. While this group has made considerable gains through the past 5 years, their scores have been up and down. Currently, we serve 286 students who qualify for free/reduced lunch, which is 52% of our school. In years past, we have always kept at least 40% of our population at a free/reduced status. Considering the socioeconomic background of these children, it has been an amazing task maintaining and increasing their scores. Despite these challenges, our faculty, parents, and community continue to push our students to excel.

The Louisiana assessment system consists of 5 labels for student scores: advanced, mastery, basic, approaching basic, and unsatisfactory. The advanced category includes students who score within the highest ranges of the test, up to a score of 500, and have demonstrated superior performance beyond the level of mastery. The mastery category includes students who score below the advanced level and have demonstrated competency over challenging subject matter and is well prepared for the next grade level of schooling. The basic category includes students who score below the mastery level and have demonstrated only the fundamental knowledge and skills needed for the next level of schooling. The approaching basic category is below the basic level. These students have only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling. The unsatisfactory category is the lowest score level. These students have not demonstrated the fundamental knowledge or skills needed for the next grade level. Students who score unsatisfactory in ELA or math do not pass the state assessment and are required to take a parish placement test to move on to the next grade level. Our 4th graders, however, may attend summer school and retake the LEAP assessment to go on to 5th grade. If the summer retest is not passed, then a student is retained in 4th grade. An approaching basic- basic combination in ELA and math is needed for meeting the state requirements. Our goal is to have all students at least achieve within the basic category by the national NCLB requirement of 2013-2014.

The website for the Louisiana State Department of Education is <http://www.doe.state.la.us> If you click on the Testing Information link, this will bring up information for teachers and parents on each assessment used. If you use the Accountability link, this will bring up actual test results for the entire state, all state districts, and individual schools. Click on the School Accountability or School Report Card links to access specific testing data at <http://www.doe.state.la.us/lde/portals/accountability/html>

2. Using Assessment Results:

Our school uses assessment data of all types to determine student abilities. State assessment scores, DIBELS scores, formal and informal assessments, rubrics, portfolios, and projects are used to not only assess the abilities and needs of students, but it is also used for the purposes of modifying classroom instruction and for the planning of teacher in-services and trainings needed for proper implementation and understanding of results. For the past 3 years, our faculty has been trained extensively on using and interpreting test data for the purpose of improving student achievement and growth. By focusing on the needs of students, this has also continued to increase our school performance.

At the beginning of each year, teachers meet by grade level to examine the state assessment data, graphs, and tracking charts in a test data notebook compiled by the SIP committee. DIBELS data, report card grades, and suggestions by the students' previous teachers are also considered. Once each grade level gathers the pertinent data, teachers then decide upon instruction methods, activities, and assessments that fit the needs of their students. Students with poor performance on assessments are put on a watch list. Their progress is continuously monitored closely to determine if further services, such as special education services, before school tutoring, DIBELS intervention, or RTI services, might be needed. On the other hand, students that exhibit outstanding performance on assessments are also put on a watch list for gifted and talented services or SWAT Team tutoring (Students with Advanced Training). Throughout the year, teachers meet weekly for grade level meetings to discuss the progress of their students and to share ideas for improving learning. Daily, teachers use formal and informal assessment results to determine their students' needs and modify their instruction. Data and assessment information is continuously used to the fullest extent here at our school, which is possibly why our school has continued to excel each year.

3. Communicating Assessment Results:

Our students' assessment data is shared in a variety of ways. Interims, report cards, computer lab report cards, and DIBELS reports are sent home every nine weeks to show academic progress. All students who make the A-B Honor Roll are also rewarded with a special treat from the administration each nine weeks. Weekly, all teachers send home folders for parents to sign with their student's work. Students also receive feedback during each week on their reading comprehension as they complete Accelerated Reader or Star Reader tests in our library and classroom centers. Daily, students are given feedback on performance via teacher discussion, computer lab progress reports, intervention group testing and activities, test prep assessments, bell ringer activities, and daily oral language, math, reading, science, and social studies questions/problems/scenarios. Parents are given full access to any assessments upon request of a teacher conference.

Before our state assessments are given, each January our school hosts a testing night. At this parent/community workshop, guest speakers from the district or state department hold discussions about testing, interpreting results, test preparation, and accountability. Parents are also shown websites for test practice that can be accessed at home. For state testing purposes, a parent's report card is sent home to let the community know how our entire school performed on the state assessments in comparison with other schools in the district and state. Parents also receive a detailed report of their student's scores and explanation of how to interpret those scores. This year, we have also created our own school brochure on interpreting test scores, which will be sent home with our 2008-09 student scores. Once school scores are released by the state, a chart of parish and individual school scores for SPS and AYP are published in newspapers across Louisiana. If a

school receives a satisfactory or above rating, then a special flag is sent to the school for display. This allows the entire community to see how well our school performed.

At the end of the year, an Award's Day program takes place in May. The entire community is invited. Students receive awards for academics, test score improvement, attendance, good behavior, etc. All students receive an award of recognition. This culminating event sums up the achievements of our students each year.

4. Sharing Success:

French Settlement Elementary has always been proud of the achievements of the students and hard work of the staff. Occasionally, our school hosts teacher trainings, which gives other teachers across the parish the opportunity to see our school, meet our staff, and collaborate with our teachers on ways to reach and maintain high levels of student achievement. Our staff is also given opportunities during each school year to visit other schools for trainings or observations as well. The Livingston Parish School System also provides many teacher workshops during which teachers are able to share ideas, opinions, and success stories. At principal's meetings, administrators are also given opportunities to discuss student progress and ideas for maintaining or exceeding yearly SPS and AYP. Newspaper articles or photographs of student activities are also published regularly in local parish newspapers for other schools to explore. Our school website and individual teacher websites also contain a wealth of information about our school, activities, academics, helpful tips, and contact information if a peer needs further assistance. Our school also works with the district and Southeastern Louisiana University to help undergraduate education majors. Many of our teachers serve as mentors or offer their classrooms for observation. We also have several certified supervisors of student teachers who are available if the university needs us. These aspiring, young, future teachers get to see firsthand the successful and effective teaching methods that have given us the success we now enjoy. These teachers then take this learning back with them to their peers and other schools they visit in and outside of the parish.

In the amazing event that we are chosen for Blue Ribbon status, it will most certainly be publicized through the media, papers, internet, district meetings, parent newsletters, and a community-wide celebration! Our school will continue its efforts to serve as role models and mentors to other parish teachers and undergraduate students. Blue Ribbon status would mean the world to our school, our staff, our students, and our community.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our school curriculum is based on Livingston Parish and Louisiana state standards. Our state implemented the Louisiana Comprehensive Curriculum a few years ago. The majority of the state uses it in grades Pre-K -12. Several systems wrote their own curriculum; however, our district follows the state curriculum. Grade Level Expectations (GLE's) are objectives each grade level must meet by the end of each year. GLE's are based on state and national standards and benchmarks. Teachers are required to document GLE's within their daily lesson plans. Many of the new textbooks that Louisiana is adopting now contain the specific GLE's for our state. All core areas of our curriculum build upon itself within each grade. In other words, skills are never forgotten as new skills are introduced. Skills are continuously reviewed and placed into new contexts to challenge students.

Reading/English Language Arts is one part of the curriculum. It covers multiple skills, such as phonemic awareness, oral reading skills, vocabulary, spelling, writing, grammar, punctuation, comprehension, literacy skills, drama, public speaking, and so on. Through our Reading/ELA curriculum, students are taught the reading, writing, and communication skills necessary to survive in society. Instruction is delivered and students are actively engaged with content via direct instruction, peer tutoring, choral reading, small group work, projects, accelerated reader, websites, computer programs, DIBELS, Title I services, and contracted tutors.

Mathematics is another part of the curriculum. It covers basic computation skills, word problems, algebra, geometry, fractions, vocabulary, measurement, etc. Also, constructed response items are focused upon, as our I-LEAP and LEAP state assessments require students to respond to multiple step word problems and questions in a narrative form. Therefore, appropriate mathematical vocabulary, not only computational skills, are now required. Instruction and student learning is achieved through direct instruction, manipulatives, hands-on activities, peer tutoring, teacher modeling, projects, Title I services, websites, computer programs, and contracted tutors.

Social Studies is the third part of our core curriculum. Pre-K-2 grades focus on basic map skills, community helpers, and the world around them. The 3rd grade curriculum explores Louisiana state history, as well as building upon previous map skills, geography, timelines, etc. 4th grade learns about U.S. government, economics, 50 states, and famous people in history. 5th grade's year is spent learning about American history. 6th grade curriculum involves a look at world history from the beginning of time to present. Instruction and learning take place via participation in direct instruction, hands-on activities, map skills, projects, websites, videos, guest speakers, and community-school related projects.

Science is the fourth main component of our state curriculum. Pre-K-2 curricula centers around life science, matter, and the solar system, as well as basic measurement skills and scientific tool usage and safety. 3rd grade science classes build upon the previous years and begin digging deeper into the universe, animal classifications, expanded vocabulary, experimentation, and the scientific method. 4th grade learns about ecosystems, energy, electricity, as well as building upon previous years. 5th grade explores the human body, reproduction, atoms, parts of a cell, and life cycles. 6th grade dedicates much of their time to learning and experimenting with the laws and principals of science. Instruction and active student engagement is achieved via direct instruction, teacher/peer modeling, experiments, hands-on activities, scientific tools, group work, projects, guest speakers, videos, websites, and computer programs.

The state of Louisiana and Livingston parish also has GLE's and standards for physical education, art and music, and foreign languages. During PE, students are engaged in physical exercise, games and sports, drug

awareness, and health and nutrition. This is taught by teacher and peer modeling, video, textbook, DARE officers, and website usage. Students are actively engaged with the teacher and their peers as they learn about good health and exercise habits. Art and music are taught in Pre-K-3rd grade. Teachers engage students in creative projects, drawing, art history, music appreciation, drama, and instrument exploration. A gifted and talented art and music program is available to all qualifying students in our parish. French is the foreign language taught to 4-6 grade students at our school. Students learn basic words and phrases then move on to speaking in conversations. The French teacher engages students by modeling correct usage. Students are assigned projects, plays, scenarios, family trees, etc. during class time. Our curriculum is very diverse to meet the needs of all of our learners. Students have ample opportunities for learning and exploration.

2a. (Elementary Schools) Reading:

Our Reading curriculum is based on parish, state, and national standards. A new textbook series by Harcourt Brace was adopted by Livingston Parish this school year. This new series correlates with state GLE's to better prepare our students for state testing. The new series also follows our mandated comprehensive curriculum, which further guarantees that teachers are meeting the state expectations for learning and achievement. The series also connects to our curriculum by shadowing and suggesting interventions that follow the DIBELS Reading assessment program that our parish adopted for improvement of reading skills in K-5 grades. A LANGUAGE program is also offered to help middle school students in grades 6-8 with reading skills. By following this new series, all teachers in the parish are now working collaboratively with each other in all elementary schools for ideas, workshops, materials, and interventions to further student learning.

Within our new series and curriculum, reading and phonetic skills build and increase in difficulty, while at the same time being continuously being reviewed and practiced. Students are assessed daily for gains in reading skills, vocabulary, phonics, writing, oral reading, and reading comprehension via teacher observation, informal assessments, small group intervention, student work samples, peer tutoring, and computer programs and websites, such as My Reading Coach, Earobics, Success Maker, Headsprout, Brain Pop and Accelerated Reader. Students are formally assessed throughout the week as well via tests, worksheets, rubrics, group work, oral reading, projects, etc. Gains or losses are noted and focused upon during small group intervention time with the classroom teacher or contracted tutors. To ensure gains persist, specific areas are targeted not only in the classroom, but also within an additional DIBELS intervention group and RTI if needed. Students in grades 3-5 are also offered before school tutoring. Two groups exist for those in need of help and for those already advanced to continue to encourage kids to strive for excellence. Students at French Settlement Elementary are continuously and consistently being assessed for performance so that no child is left behind. We believe in our students and their capabilities to learn.

3. Additional Curriculum Area:

Our mathematics curriculum also correlates with parish, state, and national standards. The math series follows the comprehensive curriculum and ensures all state GLE's are met. The curriculum builds skills throughout the years and incorporates many activities and suggestions for teachers to go above and beyond the textbook. Teachers are expected to relate learning to real-world experiences so that students can make connections with skills and life.

At FSE, our teachers are expected to include real-world examples in daily lessons. Our teachers continuously relate skills, such as computation, geometry, and measurement, to examples found in students' everyday lives. Teachers create projects, such as mock shopping and budgeting, measurements of objects in environment and significances for house planning, hanging pictures, and height, and shapes in the environment, to name a few. Many teachers also introduce students to guest speakers and citizens within the community whose jobs use math skills everyday. Computer programs and websites, such as Orchard, Success Maker, Headsprout, and Brain Pop are available for further practice and connection to everyday life. All of the above relate to our school's mission, which is to prepare students for their future, one day at a time. We believe that persistently

relating our subject areas, such as math, to the students' daily lives and environments furthers learning, achievement, ownership, and personal meaning. Considering the percentage of students in low socioeconomic status, it is crucial and essential that we meet and exceed their basic needs to ensure learning and connections beyond school for successful future citizens.

4. Instructional Methods:

Every year, a committee of teachers, administration, and support staff meet during the summer to discuss our school improvement plan and the successes and areas of improvement needed for student achievement. Ways to meet the needs of all learners has always been at the core of our SIP. Our Title I funds are spent on areas of need included in our SIP. Teacher and student materials, test prep materials, computer programs, teacher and parent workshops, and community and parental involvement activities are all provided for amply each year to encourage success. In previous years, our SIP's goals focused upon differentiated learning; however, in the past three years, the committee decided to redirect our attention to data-driven decision making. With the passage of NCLB and new state testing expectations for AYP and SPS scores, the committee felt that we could further reach every student by analyzing test data to provide better instruction.

State assessments (LEAP, I-LEAP, & IOWA), DIBELS benchmark and progress monitoring scores, formal and informal assessments in all subject areas, test prep class progress reports, RTI progress reports, and computer lab reports are examples of data available to all staff to make informed decisions about student progress and learning. As students succeed and meet goals, instruction is differentiated with more challenging assignments. Student assessments are modified, and students are given opportunities to become peer tutors within the classroom. Students showing significant gains may also be referred to our gifted and talented program and our SWAT (Students with Advanced Training) Team for before school advanced tutoring. On the other hand, for students who do not succeed or continue to show lack of progress, their instruction is once again changed to meet their needs. Student assessment and instruction is geared more to the developmental level of each student. Students may also be referred to our before school tutoring program or SBLC for further evaluation.

Teachers are required to document the modifications they are providing to students in their classrooms via lesson plans. Administrators and parish supervisors check for this implementation during weekly, monthly, and yearly observations.

5. Professional Development:

Our school's professional development program directly links to our school improvement plan. For the past three years, our committee has chosen activities that center on data-driven decision-making. A major task the committee undertook was compiling data in one central location for easy access and usage by teachers. The committee and administration developed a test data notebook which contains the entire school's standardized test scores for each year, as well as tracking charts and graphs comparing current scores to years previous for further analysis. During weekly grade level meetings and yearly in-services, teachers use this notebook to identify and target students of all ability levels. By analyzing test data from the notebook, as well as the comprehensive curriculum and GLE's, DIBELS data, classroom assessments, and lab reports, teachers are able to get a better picture of what a student is capable of achieving. Areas of need and strength are targeted and appropriate instruction and assessments are provided. Teachers are able to specifically target certain skills that correlate to the state assessments.

To further promote the analysis of data, our faculty is currently participating in a 3 year book study of *Learning Places: A Field Guide to School Improvement*. To get our faculty motivated and excited about making the necessary changes to our school, the administration invited Dr. St. Germain to conduct a faculty in-service on analyzing test data for school improvement and increasing student achievement. Through his

training, teachers were able to see the impact that using data has on the school, their own teaching methods, and on student growth.

The Livingston Parish school system also provides workshop opportunities for teachers and administrators throughout the school year and during the summer. Skills vary from innovative instructional, assessment, and disciplinary methods, curriculum content areas, and technology. Our system is also partnered with a local university, Southeastern Louisiana University, for the purpose of teacher trainings, undergraduate preparation, and graduate studies and advancement opportunities for employees. All LPSB and SLU workshops center around skills needed to implement the Louisiana comprehensive curriculum to raise achievement throughout the parish.

6. School Leadership:

During the past 10 years, our administration has changed dramatically. FSE has gone through 4 changes in administration; however, the faculty has always remained resilient to change and constant in their efforts to increase student achievement. The last administrator, began dramatic changes in the relationship between faculty and administration. His predecessor and his previous principal designee, Cynthia Gill, continues this strong, accessible relationship with the staff. Mrs. Gill and her new principal designee, both consider themselves as members of a team all working toward the same goal.

Mrs. Gill and her principal designee are visible throughout the day on the school campus and are accessible to faculty, parents, and students. Daily walks through the campus, and bus, lunchroom, and recess duty allow the administrators to detect and solve problems, build relationships, and ensure the implementation of school policies, procedures, and expectations. For example, weekly informal mini-observations are conducted with each teacher. During this time, teachers and students are observed. Teachers' lesson plans, grade books, assessments, and instructional techniques are critiqued for accuracy, innovativeness, and effectiveness.

Mrs. Gill and her principal designee both recognize that a happy, productive school is one in which staff and students feel valued and are able to have a little fun. Notes of praise and encouragement are left on each teacher's desk after each observation to boost morale and offer genuine support. Each Friday, special treats are rewarded to the entire staff, from cafeteria workers, teachers, and even to bus drivers. These treats have boosted morale because teachers feel appreciated. Each month, special activities are planned for the staff and students. For instance, in October, a Silly Sock Day was held on Halloween. Students and staff competed for prizes for the most creative, silliest socks worn to school. Everyone enjoyed the day, and photos were sent to local newspapers to further cover and promote the great events our school has planned. Parents have also commented to many of our staff members about how much their children enjoy their monthly fun days. Kids actually want to come to school and do their best to earn their reward day! This has really sparked interest and parental communication and involvement in the school. Student programs, such as Math Game Night, Family Book Fair Night, holiday programs, Awards Day, Field Day, etc., have also boosted parental and community involvement and support. The accomplishments of our school would not be possible without it.

Three times a year, special faculty discussion days are available for staff to voice concerns or successes with the administration. However, the doors to the office are always open with supportive, compassionate leaders inside. Just as our success would not be possible without parental support, it is truly the hard work, compassion, loyalty, and love for the teaching profession that has brought our school to the status we currently enjoy. As administrators, Mrs. Gill and her principal designee realize that it's better to be a leader than a boss; better to be a team player than the head coach; better to be a Shepard than a lost sheep; and better to be all that you can be because nothing in this life is a guarantee and nothing is ever accomplished by the power of one!

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: I-LEAP

Edition/Publication Year: 2001-2002

Publisher: Riverside Publishing Co.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Basic/Approaching Basic	81	100	82		
Advanced	6	20	3		
Number of students tested	64	59	63		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	0	1		
Percent of students alternatively assessed	3	0	2		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Basic/Approaching Basic	71	59	56		
Advanced	7	13	0		
Number of students tested	28	24	32		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The I-LEAP assessment began in the spring of 2006. In previous years, the IOWA test had been given; however, it did not match the skills now required by the state comprehensive curriculum. Thus, the decision was made to use a new assessment that coincided with our curriculum. The alternative assessment given is LAA1, which is for special education students who are unable to take the regular state assessment deemed by an IEP.

Subject: Reading

Grade: 3

Test: I-LEAP

Edition/Publication Year: 2001-2002

Publisher: Riverside Publishing Co.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Basic/Approaching Basic	83	92	91		
Advanced	8	17	8		
Number of students tested	64	59	63		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	0	1		
Percent of students alternatively assessed	3	0	2		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Basic/Approaching Basic	61	67	69		
Advanced	4	21	3		
Number of students tested	28	24	32		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested			60		
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The I-Leap assessment began in the spring of 2006. In years previous, the IOWA test had been given; however, it did not match the skills now required by the state comprehensive curriculum. Thus, the decision was made to create a new assessment that coincided with our curriculum. The alternative assessment given is LAA1, which is for special education students who are unable to take the regular state assessment deemed by an IEP.

Subject: Mathematics

Grade: 4

Test: LEAP

Edition/Publication Year: 2001-02

Publisher: Riverside Publishing Co.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Basic/Approaching Basic	90	67	70	67	56
Advanced	10	1	2	6	0
Number of students tested	63	67	64	53	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	1	1	0
Percent of students alternatively assessed	2	3	2	2	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Basic/Approaching Basic	72	70	75	71	62
Advanced	6	0	0	1	0
Number of students tested	33	30	31	21	21
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The LEAP assessment has been used for the past 5 years as part of the Louisiana state assessment and accountability system. Previous to these years, IOWA was given.

Subject: Reading
Edition/Publication Year: 2001-02

Grade: 4
Publisher: Riverside Publishing Co.

Test: LEAP

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Basic/Approaching Basic	92	85	70	68	58
Advanced	10	3	0	2	2
Number of students tested	63	67	64	53	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	1	1	0
Percent of students alternatively assessed	2	3	2	2	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Basic/Approaching Basic	57	76	71	62	67
Advanced	6	0	0	1	0
Number of students tested	33	30	31	21	21
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The LEAP assessment has been used for 5 years as part of the Louisiana state assessment and accountability system. Previous to these years, the IOWA test was used.

Subject: Mathematics

Grade: 5

Test: I-LEAP

Edition/Publication Year: 2001-02

Publisher: Riverside Publishing Co.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Basic/Approaching Basic	91	83	85		
Advanced	12	3	4		
Number of students tested	65	60	45		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	1	0		
Percent of students alternatively assessed	3	2	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Basic/Approaching Basic	70	87	84		
Advanced	7	0	4		
Number of students tested	27	23	25		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The I-LEAP assessment began in spring 2006. Previously, the IOWA test was used, but it did not match the skills required by the new Louisiana comprehensive curriculum. The alternative assessment used was LAA2, which is for special education students who are unable to take the regular state assessment deemed by their IEP.

Subject: Reading

Grade: 5

Test: I-LEAP

Edition/Publication Year: 2001-02

Publisher: Riverside Publishing Co.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Basic/Approaching Basic	92	88	82		
Advanced	6	2	7		
Number of students tested	65	60	45		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	1	0		
Percent of students alternatively assessed	3	2	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Basic/Approaching Basic	86	70	76		
Advanced	4	0	8		
Number of students tested	27	23	25		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The I-LEAP assessment began in spring 2006. In previous years, the IOWA test had been given; however, it did not match the skills now required by the Louisiana comprehensive curriculum. Therefore, the I-LEAP was put into place. The alternative assessment used was LAA2, which is for special education students who are unable to take the regular state assessment as deemed by their IEP.

Subject: Mathematics

Grade: 6

Test: I-LEAP

Edition/Publication Year: 2001-02

Publisher: Riverside Publishing Co.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Basic/Approaching Basic	94	99	92		
Advanced	8	9	9		
Number of students tested	59	55	70		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	0	2		
Percent of students alternatively assessed	2	0	3		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Basic/Approaching Basic	65	79	79		
Advanced	9	7	3		
Number of students tested	23	28	32		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The I-LEAP assessment began in spring 2006. Previously, the IOWA test was given. The alternative assessment used was LAA2, which is for special education students who are unable to take the regular state assessment deemed by an IEP.

Subject: Reading

Grade: 6

Test: I-LEAP

Edition/Publication Year: 2001-02

Publisher: Riverside Publishing Co.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Basic/Approaching Basic	94	100	99		
Advanced	3	9	9		
Number of students tested	59	55	70		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	0	2		
Percent of students alternatively assessed	2	0	3		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Basic/Approaching Basic	65	79	82		
Advanced	0	4	0		
Number of students tested	23	28	32		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The I-LEAP assessment began in spring 2006. In previous years, the IOWA test was used; however, it did not measure the new skills required by the state comprehensive curriculum. The alternative assessment used is LAA2, which is for special education students who are unable to take the regular state assessment deemed by an IEP.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 3

Test: IOWA

Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing Co.

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month				Mar	Mar
SCHOOL SCORES					
Average Score				71	68
Number of students tested				66	51
Percent of total students tested				100	100
Number of students alternatively assessed				1	0
Percent of students alternatively assessed				2	0
SUBGROUP SCORES					
1. Free/Reduced/Economically Disadvantaged(specify group)					
Average Score				69	48
Number of students tested				28	13
2. White(specify group)					
Average Score				73	70
Number of students tested				63	49
3. Black(specify group)					
Average Score				18	36
Number of students tested				2	2
4. Hispanic(specify group)					
Average Score				56	0
Number of students tested				1	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

In the years previous to I-LEAP testing, the IOWA test of basic skills was given as part of our state assessment system. In the spring of 2006, the state assessment changed for grades 3, 5, & 6 to match our comprehensive curriculum and better test the skills and abilities required by the new curriculum. The alternative assessment given in this grade level was LAA1, which is a test given to special education students who are unable to take the regular state assessment as deemed by an IEP.

Subject: Reading Grade: 3 Test: IOWA
Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing Co.
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month				Mar	Mar
SCHOOL SCORES					
Average Score				61	58
Number of students tested				66	51
Percent of total students tested				100	100
Number of students alternatively assessed				1	0
Percent of students alternatively assessed				2	0
SUBGROUP SCORES					
1. Free/Reduced/Economically Disadvantaged(specify group)					
Average Score				55	43
Number of students tested				28	13
2. White(specify group)					
Average Score				63	59
Number of students tested				63	49
3. Black(specify group)					
Average Score				22	39
Number of students tested				2	2
4. Hispanic(specify group)					
Average Score				51	0
Number of students tested				1	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

In years previous to I-LEAP, the IOWA test of basic skills was given as part of our state assessment system. In spring of 2006, the assessment changed for grades 3,5, & 6 to match our comprehensive curriculum. The alternative assessment given was LAA1, which is a test given to special education students who are unable to take the regular state assessment as deemed by an IEP. Our first and second graders are not required to take the IOWA; therefore, their scores are not included because they are not part of our state accountability system.

Subject: Mathematics Grade: 5 Test: IOWA
Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing Co.
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month				Mar	Mar
SCHOOL SCORES					
Average Score				67	70
Number of students tested				56	74
Percent of total students tested				100	100
Number of students alternatively assessed				1	0
Percent of students alternatively assessed				2	0
SUBGROUP SCORES					
1. Free/Reduced/Economically Disadvantaged(specify group)					
Average Score				44	67
Number of students tested				17	24
2. White(specify group)					
Average Score				68	70
Number of students tested				54	70
3. Black(specify group)					
Average Score				63	64
Number of students tested				1	4
4. Hispanic(specify group)					
Average Score				20	0
Number of students tested				1	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

In the years previous to I-LEAP testing, the IOWA test of basic skills was given as part of our state assessment system. In the spring of 2006, the state assessment changed for grades 3, 5, & 6 to match our comprehensive curriculum and better test the skills and abilities required by the new curriculum. The alternative assessment given in this grade level was LAA2, which is a test given to special education students who are unable to take the regular state assessment as deemed by an IEP.

Subject: Reading Grade: 5 Test: IOWA
Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing Co.
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month				Mar	Mar
SCHOOL SCORES					
Average Score				60	58
Number of students tested				56	74
Percent of total students tested				100	100
Number of students alternatively assessed				1	0
Percent of students alternatively assessed				2	0
SUBGROUP SCORES					
1. Free/Reduced/Economically Disadvantaged(specify group)					
Average Score				39	54
Number of students tested				17	24
2. White(specify group)					
Average Score				61	59
Number of students tested				54	70
3. Black(specify group)					
Average Score				33	42
Number of students tested				1	4
4. Hispanic(specify group)					
Average Score				29	0
Number of students tested				1	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

In the years previous to I-LEAP testing, the IOWA test of basic skills was given as part of our state assessment system. In the spring of 2006, the state assessment changed for grades 3, 5, & 6 to match our comprehensive curriculum and better test the skills and abilities required by the new curriculum. The alternative assessment given in this grade level was LAA2, which is a test given to special education students who are unable to take the regular state assessment as deemed by an IEP.

Subject: Mathematics Grade: 6 Test: IOWA
Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing Co.
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month				Mar	Mar
SCHOOL SCORES					
Average Score				67	64
Number of students tested				78	64
Percent of total students tested				100	100
Number of students alternatively assessed				1	1
Percent of students alternatively assessed				2	2
SUBGROUP SCORES					
1. Free/Reduced/Economically Disadvantaged(specify group)					
Average Score				65	57
Number of students tested				41	18
2. White(specify group)					
Average Score				67	64
Number of students tested				73	61
3. Black(specify group)					
Average Score				66	61
Number of students tested				4	3
4. Hispanic(specify group)					
Average Score				82	0
Number of students tested				1	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

In the years previous to I-LEAP testing, the IOWA test of basic skills was given as part of our state assessment system. In the spring of 2006, the state assessment changed for grades 3, 5, & 6 to match our comprehensive curriculum and better test the skills and abilities required by the new curriculum. The alternative assessment given in this grade level was LAA2, which is a test given to special education students who are unable to take the regular state assessment as deemed by an IEP. We did include our Black and Hispanic population, despite the small numbers, because we felt they needed to be represented in our data, as they are vital to our success as well.

Subject: Reading Grade: 6 Test: IOWA
Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing Co.
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month				Mar	Mar
SCHOOL SCORES					
Average Score				58	57
Number of students tested				78	64
Percent of total students tested				100	100
Number of students alternatively assessed				1	1
Percent of students alternatively assessed				2	2
SUBGROUP SCORES					
1. Free/Reduced/Economically Disadvantaged(specify group)					
Average Score				56	62
Number of students tested				41	18
2. White(specify group)					
Average Score				59	57
Number of students tested				73	61
3. Black(specify group)					
Average Score				44	48
Number of students tested				4	3
4. Hispanic(specify group)					
Average Score				80	0
Number of students tested				1	0

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

In the years previous to I-LEAP testing, the IOWA test of basic skills was given as part of our state assessment system. In the spring of 2006, the state assessment changed for grades 3, 5, & 6 to match our comprehensive curriculum and better test the skills and abilities required by the new curriculum. The alternative assessment given in this grade level was LAA2, which is a test given to special education students who are unable to take the regular state assessment as deemed by an IEP.